



St. Joseph's Catholic Primary School

Phonics: Overview & Policy



Every child deserves success right from the start. We know that the sooner children learn to read, the greater their success at school. This is why we put reading at the heart of what we do.

Intent - What we are trying to achieve?

To create an inclusive, inspired and challenging curriculum, which develops children's knowledge of phonics, enabling them to become successful readers who develop a life-long love of reading.

To ensure all children are given the best opportunity to achieve expected progress, or more, in reading and writing.

Implementation - How do we translate our vision into practice?

At St. Joseph's Catholic Primary School, phonics is taught across EYFS and KS1 as well as intervention sessions across KS2. We do this using a bespoke RWI programme of study. This is a scheme, developed by [Ruth Miskin](#) which provides a structured and systematic approach. It is used by more than a quarter of the UK's primary schools and is designed to create fluent readers, confident speakers and willing writers. We teach in this way because, research shows that, when phonics is taught in a structured way – starting with the easiest sounds and progressing through to the most complex – it is the most effective way of teaching young children to read.

According to the DfE (Department for Education), 'almost all children who receive good teaching of phonics, will learn the skills they need to tackle new words'. They can then go on to read any kind of text fluently and confidently, and to read for enjoyment.

Impact – What is the impact of our curriculum on the pupils?

The result of phonics teaching at St. Joseph's will be that children will have a secure knowledge of phonics, enabling them to become confident readers, making expected progress or more, with a life-long love of reading. Children will be able to apply their phonic knowledge to confidently spell many words either correctly or phonetically using the sounds they have learnt. They will know spelling alternatives for different sounds and be able to apply these consistently.

Read Write Inc. Parent Information

At St. Joseph's Catholic Primary School, we use a synthetic phonics programme called Read Write Inc. produced by Ruth Miskin. Read Write Inc. is a method of learning centred around letter sounds and phonics, blending sounds together to read and spell words and applying these skills across the curriculum. Using Read Write Inc. the children learn to read fluently so that they can put all their energy into comprehending what they read. It also allows them to spell effortlessly so that they can focus on composing what they write.

The children are assessed and grouped according to their ability and they work with a teacher or teaching assistant on the Read Write Inc programme. The children are continuously assessed by the Read Write Inc. Leader, to ensure that they move through the programme at a good pace. Every 6-8 weeks, all children are assessed and are regrouped according to their phonic knowledge and fluency when reading ensuring no child is left behind.

Read Write Inc. lessons include reading and some writing activities, allowing the children to apply their phonic skills to both.

Reading

The children will:

- Learn 44 sounds and the corresponding letter/letter groups using simple picture prompts.
- Learn to read words using sound blending (Fred talk).
- Read lively stories featuring words they have learnt to sound out.
- Show that they comprehend the stories by answering 'Find It' and 'Prove It' discussion questions.

Writing

The children will:

- Learn to write the letters/letter groups which represent the 44 sounds.
- Learn to write words by saying the sounds and graphemes (Fred fingers).
- Learn to say and write simple then more complex sentences.

Speaking and Listening - Partner work

Children are assessed so they work with children at the same level, in small groups. This ensures that all children are given the opportunity to participate in lessons. The children work in pairs to:

- Answer every question.
- Practise reading with a partner.
- Take turns in talking to each other.
- Give positive praise.

Read Write Inc. Lessons

Reading

We begin by teaching the children set 1 sounds. Children can start blending sounds into words as soon as they know a small group of letters well. Once the children have been taught the first 5 sounds (m, a, s, d, t), they are then taught assisted blending using the sounds that they know. During lessons children are taught to hear sounds and blend them together in sequence to make a word. We start with blending oral sounds, then progress to reading the letters and blending them together to read the word.

Order of teaching sounds

In Read Write Inc Phonics, the individual sounds are called 'speed sounds' – because we want your child to read them effortlessly. Set 1 sounds are the single letter sounds and set 1 special friend sounds. They are taught in the following order;

m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, h, sh, r, j, v, y, w, th, z, ch, qu, x, ng, nk

There are 12 Set 2 'speed sounds' that are made up of two or three letters which represent just one sound, e.g. ay as in play, ee as in tree and igh as in high. These are 'special friend' sounds.

When children are taught Set 2 sounds, they will learn:

- Simple picture prompt linked to the sound
- Short phrase to say e.g., may I play
- The letters that represent a sound (special friends) e.g., ay

Each sound has a list of green words linked to it, so that the children have the opportunity to sound out and blend words containing the new sound they have been taught, for example, s-p-r-ay = spray.

When learning Set 3 speed sounds the children will be taught alternative sounds/graphemes, e.g., ee as in tree and ea as in tea.

The tables below show each sound, the associated phrase and example green words for set 1 special friend sounds, set 2 and 3 sounds and additional sounds that are taught.

Set 1 'Special Friend' Sounds		
Sound	Phrase	Green words
sh		ship, shop
th		thing, thin
ch		chip, chop, champ
qu		queen, quack, quest
ng	Thing on a string	thing, string, ring, king
nk	I think I stink	stink, think, link, sink

During Set 1 children will be taught to:

- Oral blending using Fred Talk say the word.
- Blending with sound cards and spelling with tiles.
- Reading green words containing these sounds using Fred Talk.
- Reading green words speedily using Fred in your head.
- Reading words with 4 or more sounds
- Reading simple captions and sentences accurately.
- Forming letters correctly using the rhymes.
- Spell words using 2 or 3 Fred fingers.
- Hold a caption or sentence for writing.
- Learn to read some red words

Set 2 Sounds		
Sound	Phrase	Green words
ay	May I play?	day, say, play, tray, today
ee	What can you see?	see, feel, need, sleep, three
igh	Fly high	night, fight, flight, high
ow	Blow the snow	show, blow, flow, snow
oo	Poo at the zoo	zoom, moon, food, cool
oo	Look at a book	look, book, good, hood
ar	Start the car	star, bar, car, start, cart
or	Shut the door	sort, short, worn, horse
air	That's not fair	fair, hair, chair, stair
ir	Whirl and twirl	whirl, twirl, shirt, skirt

ou	Shout it out	mouth, found, shout, loud
oy	Toy for a boy	toy, boy, employ

Set 3 Sounds		
Sound	Phrase	Green words
a e	Make a cake	make, cake, flake, bake
ea	Cup of tea	neat, real, clean, please
i e	Nice smile	hide, shine, white, nice
o u	Phone home	phone, bone, home, spoke
u e	Huge brute	tune, rude, June, perfume
aw	Yawn at dawn	saw, law, raw, straw
are	Share and care	bare, spare, scare, flare
ur	Nurse with a purse	burn, turn, hurl, burp, lurk
ow	Brown cow	howl, down, brown, frown
oi	Spoil the boy	join, coin, voice, choice
ai	Snail in the rain	paint, train, rain, pain
e	e: he, she, me, be, we	he, she, we, be, me
oa	Goat in a boat	coat, throat, boat, float
ew	Chew the stew	flew, blew, crew, new
er	A better letter	over, weather, never
ire	Fire, fire!	spire, conspire, hire, fire
ear	Hear with your ear	fear, dear, gear, spear
ure	Sure, it's pure	picture, mixture, adventure

During Set 2 and 3 children will be taught to:

- Blend to read words containing these sounds using Fred Talk.
- Segment to spell words containing these sounds using Fred fingers.
- Read green words speedily including some longer words.
- Write sentences containing words with known sounds and red words.
- Learn more red words and read them speedily.
- Read appropriate storybooks from the scheme accurately.
- Build reading fluency and speed.
- Read with expression and understanding.
- Continue to form letters correctly and position them on lines.

Nonsense words (Alien words)

As children build up their knowledge of sounds they are able to apply their decoding skills to any unfamiliar word, whether it be real or nonsense. During lessons each day children will practice their decoding skills by sounding out nonsense words. Children are unable to rely on existing knowledge of real words, and instead

have to use their letter-sound knowledge. This is an important part of the Phonics Screening Check that the children complete at the end of year 1.

Learning to blend and Ditty Books

As soon as children have been taught a few initial letter sounds they begin to learn to blend the sounds together to read real words in a Word Time session. Each word time session involves oral blending of known sounds before they are shown the words written down on green cards. Children practice Fred talking the words until they become able to read them on sight. Ditty lessons follow on from this where children who are becoming excellent at reading single words are introduced to reading short sentences. Once children are confident reading the short sentences, they are challenged to use their developing phonic knowledge to write a sentence.

Storybook Lessons

After ditty books, the next stage is storybooks. These books are closely matched to their developing phonic knowledge. The storybooks consist of green words linked to the sounds that they have been learning, red words and challenge words to extend the children's vocabulary. After children have practiced these words individually, they are prepared to see them in context in the story.

Phonics Screening Check

In Key Stage 1, the children are assessed at the end of Year 1 using a Government Statutory Assessment Tool known as the Phonics Screening Check. This screening check confirms whether the child has learnt phonic decoding to an appropriate standard and will identify sounds needing further consolidation in Year 2. The children are assessed one to one by the reading leader, who is a familiar adult to the children.

Parent Workshops

Throughout the school year, we hold meetings and workshops to support parents/carers with phonics and reading at home. These sessions will be both informative and practical, with some creative sessions including the children, making resources that can be used at home.

Read Write Inc Website

The Read Write Inc Website has some great tutorial videos to help you understand how Read Write Inc works and how you can support your child at home:

The following links provides lots of free *Read Write Inc. Phonics* resources to help your child, including eBooks, videos, practice sheets and parent films.

<https://home.oxfordowl.co.uk/reading/reading-schemes-oxford-levels/read-write-inc-phonics-guide/>

Parent Video 1: Why read to your child?

<https://www.youtube.com/watch?v=kjHqJQ8sxs4>

Parent Video 2: 10 things to think about when you read to your child

<https://www.youtube.com/watch?v=iHMI70ZmxIQ>

Parent Video 3: Understanding Phonics

<https://www.youtube.com/watch?v=bXOJUPNVnLc>

Parent Video 4: What is Read Write Inc. Phonics?

<https://www.youtube.com/watch?v=sjIPILhk7bQ>

Parent Video 5: How to say the sounds

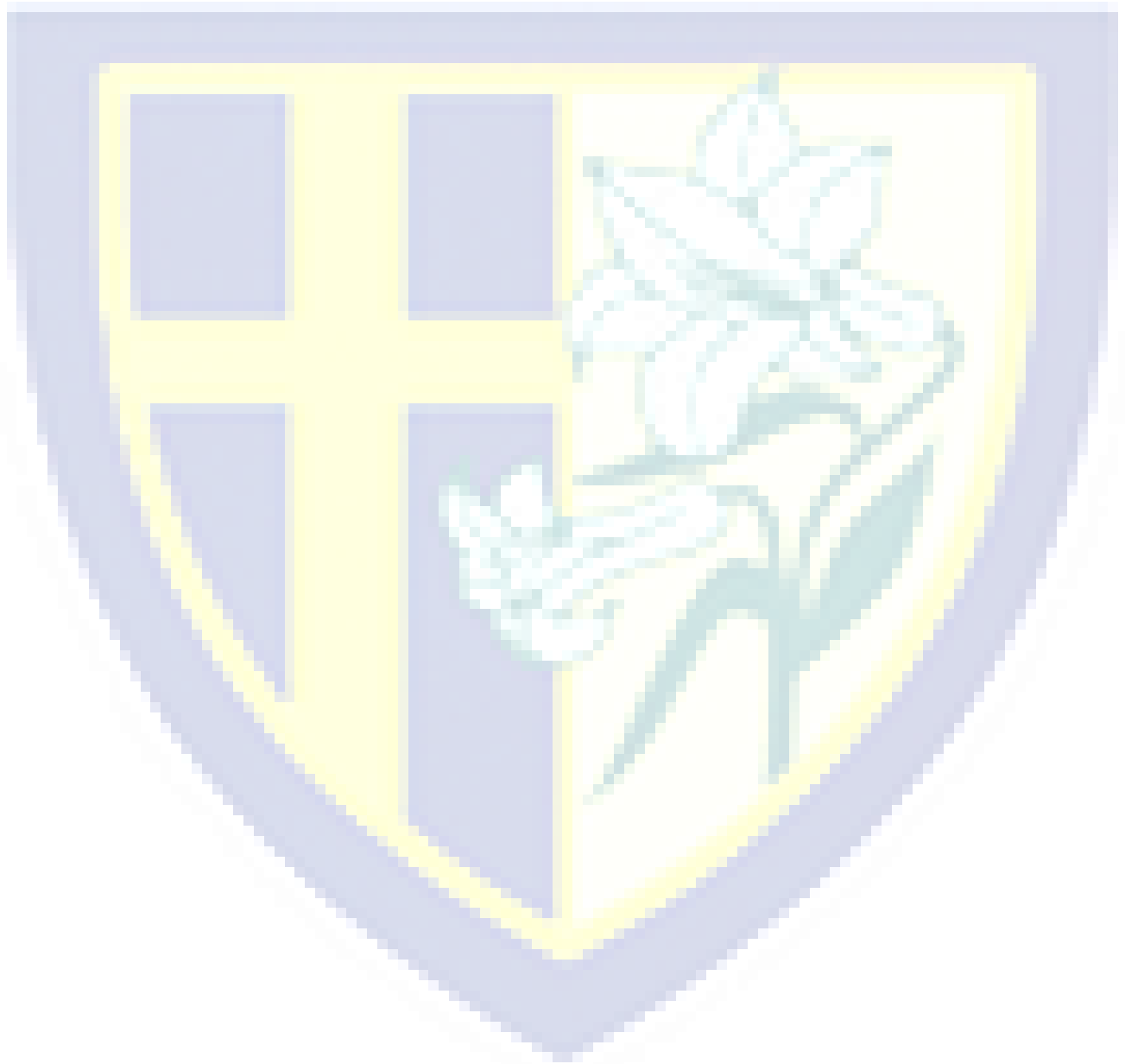
<https://www.youtube.com/watch?v=TkXcabDUg7Q>

Parent Video 6: Sound Blending

<https://www.youtube.com/watch?v=MNyFikwNQTg>

Parent Video 7: Reading the diagraphs with your child

<https://youtu.be/0pGuwcr08LE>



Live fully, Act justly